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ABSTRACT

Iowa Lake Community College conducted a training program to assist participants in reaching a shared understanding of the comprehensive college community. The program also presented new developments in teaching methods, technology, and media. The participants included administrators, faculty members, and students from colleges in the state of Iowa. The program was divided into three phases. The summer phase introduced new developments in teaching methods, technology, and the use of media. The second phase included a tour of four community colleges in Iowa and Washington state. Seminars on Technical Media for Teaching and In-service Education for Adult Education constituted the third phase of the program. Three day follow-up training and consultation seminars aimed at staff and organizational development were conducted. Evaluation data are included on all phases of the program. Various changes in attitudes and abilities of the participants are noted. (BRB)

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U.S. DEPARTMENT OF HEALTH
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OFFICE OF EDUCATION

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DIRECTOR'S EVALUATION REPORT

"In-Service Training for Administrators, Faculty, and Students of a Developing Community College"

Program 31 #NIH 56-3119

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DIRECTOR'S EVALUATION REPORT

BASIC INFORMATION

Grantee - Iowa Lakes Community College
Box 707
Estherville, Iowa 51334

"In-Service Training for Administrators, Faculty, and Students of a Developing Community College"--Program 31 #NIH 56-3119

Mr. Robert Van Driel, Box 707, Estherville, Iowa 51334
Phone #712-362-2601 (extension 8)

Program beginning July 1, 1970 and terminating June 30, 1971

PROGRAM FOCUS

The Training Program was designed to assist participants to reach a shared understanding of the comprehensive Community College; to increase their knowledge of new developments in methodology, technology and media to enable them to utilize this knowledge; to develop on the part of all participants through the following experienced based learning technologies--

Awareness Competence

1. Participants had opportunity to

   a) demonstrate an awareness of self as part of a team
   b) demonstrate an ability to see themselves as others do
   c) anticipate the consequence of their own behavior

2. Participants had opportunity to demonstrate an awareness of others--their motivations, needs and resources. Relationships and communications were on a person to person basis (whether instructors, or administrators)

Interpersonal Competence

1. Opportunity to demonstrate an ability to confront differences openly and creatively rather than to defend or ignore same

2. Opportunity to diagnose what may be keeping a group from working productively, and have the opportunity to demonstrate the ability to work simultaneously on the task to be achieved and the "maintenance" problems of building a team.

3. Opportunity to demonstrate an ability to recognize and bring out leadership resources within a given group--and the ability to help mobilize resources for, rather than against, program objectives

4. Opportunity to demonstrate an ability to give and receive honest feedback as a way to improve behavior

5. Opportunity to develop openness and trust

Inter-group Collaboration

1. Opportunity to demonstrate the ability to bring divergent groups together to check possible distortions and misconceptions and to discover areas of agreement

2. Opportunity to demonstrate the ability to develop interdependence instead of competition or mutual defense

3. Opportunity to demonstrate the ability to look at behavior between groups in order to improve it

Change Process Skill

1. Opportunity to demonstrate the ability to apply to complex situations helpful theories about how change may be brought about

2. Opportunity to demonstrate the ability to diagnose problems in the system and in the particular situation that may be blocking change

3. Opportunity to demonstrate the ability to identify and work on such problems as communication blocks, poor decision-making procedures, unacceptable distribution of power, tendencies to sabotage decisions, lack of enough influence to develop commitment

Problem Solving Competence

The above skill areas called not only for personal security, inter-personal competence, and self-confidence, but also for objective problem-solving skills. This program took into account both personal and group sensitivity to process and for previous ability to define and solve problems (getting needed information, considering alternatives, assessing consequences, mobilizing resources, deciding on action, taking action, evaluating, resetting goals, etc.)

The major emphasis of the program was attitudinal change of professional members of the community college staffs, but the base for this attitudinal change was designed to be implemented through an experienced based method of skill training provided by the National Training Laboratories Institute for Applied Behavorial Science.

As indicated in the objectives, increase of knowledge in regard to new developments in methodology, technology and media received some emphasis but to a minor degree when considering the entire project. The off-site visitation (visit to Washington colleges) did provide a fantastic opportunity for participants to receive first-hand knowledge and a shared understanding of the comprehensive community college.

As a project director it would be nearly impossible to separately rank the emphasis of the program in regard to attitudes in relationship to project emphasis in regard to methods and skills. The two areas received equal and simultaneous emphasis in relation to project objectives. The development of knowledge as compared to these previous mentioned areas of emphasis would place knowledge development third in rank.

PROGRAM OPERATION

Participants- the total number of applicant responses fully met with our expectations. Fifty-one applied through completed applications with 47 of these fully qualified. Thirty one of the applicants were offered admission with 28 accepting as full stipendiary participants. Six additional persons participated without a stipend, these being from Iowa Lakes Community College, the grantee institution.

Total applicant responses met with our expectations, but a more even distribution from the three institutions (Iowa Lakes 18, Western Iowa Tech 6, Northwest Iowa Vocational School 3) would have been preferrable for impact within Western Iowa Tech, and Northwest Iowa Vocational School. More applications were received from outside the three school consortium and from outside the state of Iowa than anticipated. One participant was accepted from outside the state upon recommendation that he was affiliated with a multi-campus institute similar to the Iowa Lakes Community College campus arrangement. The diversification of educational background, job descriptions, previous experiences, and interest of the participants was a definite asset to the effectiveness of the project. As an example there were opportunities for group problem solving techniques with a diversity of participants varying from an administrator possessing a doctor's degree, a vocational instructor possessing limited education beyond high school, and a female instructor possessing a Master's Degree in English which added tremendously to the design and effectiveness of the project.

1. Criteria of Selection

   a. Standardized Tests - not utilized
   b. Academic Attainment - not utilized
   c. Current Position - not utilized (note 2 below)
   d. Age - not utilized
   e. Recommendations - not utilized
   f. Interview - not utilized
   g. Geographical Limitations - preferred (note 2 below)

2. Required Criteria

   Preference was given to faculty and staff connected with adult education, arts and sciences (liberal arts), and vocational education. Applications from the cooperating schools of Iowa Lakes Community College, Northwest Iowa Vocational School and Western Iowa Tech were given priority consideration. Applications from other developing institutions were encouraged.

3. Selection Criteria

It was possible to accept the applicants who completed their applications in full by the deadline date from the three schools (Iowa Lakes, Western Iowa Tech, and Northwest Iowa Vocational School).

The only modification desired in a repetition of such a program would be an attempt to improve the ratio of participants between these educational institutes thereby avoiding possible domination by one interest group over others.

4. Faculty-participant ratio

There were 1576 cumulative participant days throughout the entire project including all phases, and 72 instructor and consultant days giving a faculty-participant ratio of one to 21.

Staff and Activities

1. Summer Phase--Dorothy Mial, Curtis Mial, Mandy Learner, Roger Karsk were the staff, July 7 - 17

This training team affiliated with the National Training Laboratories Institute for Applied Behavorial Science did an effective job as a team of trainers as the prime resource for the majority of activities in this phase of the program.

Dr. Rick Whitemore, President Kellogg Community College, and Dr. Charles Barnes, President Dodge City Community College, were utilized as consultants during the summer training phase. While each had pertinent and first-hand experience and were very excellent in fielding questions from the group, this plan of bridging activity was less successful than planned. The participants did not adjust from their current experiences of total involvement to that of limited participation. In redesigning the program it would seem advisable to schedule consultant involvement on a different time table.

Dr. Leslie Meirhenry, Division of Adult and Continuing Education, University of Nebraska, served as a lecture/instructor in the summer phase. His presentation as a lecture demonstration was aimed at increasing the participants' knowledge and understanding of new developments in teaching methods, technology, and use of media. As was the case with the other consultant activity in the summer phase, the participants did not adjust from the meaningful new experience they were having in regard to group involvement relative to human relations to the pace of the presentation which was more elementary and several participants had as a previous exposure such as use of media. Again in redesigning, this activity would be introduced on a different time table.

2. College Visitation

Highline Community College
Shoreline Community College
Seattle Community College
Green River Community College

Clark Townsend, Placement Director of Green River, did an excellent job of coordinating the group visitation to the Washington colleges. This, coupled with the fact that the Project Director was acquainted with three of the colleges, made this one of the highlights of the entire project. In addition, each school visited made their entire staffs available as guides, consultants, and resources. This proved to be an invaluable opportunity to have one to one contact with a peer that had already experienced and passed the participant's individual back home concerns and crises!

The NTL sessions were an invaluable preparation for the visitations to the community colleges in the greater Seattle area. It is doubtful that the group would have been as receptive to ideas, systems and innovations that were experienced in Washington if they had not first been exposed to skill training and rapport that was gained from this previous experience of working in a closely-knit group.

3. On January 16 an effective seminar on Technical Media for Teaching was offered. This day long seminar which included some 87 participants gave opportunity for "hands-on" experience with media utilization. This activity was very well received and zeroed-in on the project objective of increasing the participants' knowledge and understanding of new developments in teaching, methods, technology, and use of media. This experience fully compensated for the lack of effectiveness of the media activity in the summer phase of the project. (Appendix A)

4. Inservice Education for Adult Education teachers and administrators was presented by Dr. Robert Cox, Professor of University of South Dakota; Dr. Philip Langerman, Assistant Superintendent Des Moines Area Community College; Dr. Arthur Burman, Professor, University of Iowa; C.J. Johnston, Chief of Adult Education, Iowa State Department of Public Instruction; and Dr. Fred J. Petersen, University of South Dakota. Other lecturers, consultants and staff were utilized for this phase of the program which involved some participants from the summer phase and media seminar but additional participants from a large geographical area also attended as indicated by the participant list. (Appendix B)

This phase of the program gave opportunity for inter-division communication and opportunity for participants to work towards a better understanding of various facets of the community college.

Dr. Robert P. Cox did an extremely adequate job of coordinating the following activities:

January 16, 1971 — Demonstration "Technical Teaching Aids for Improving Adult Education Instruction"

Consultant: Dr. Fred J. Peterson
University of S. Dakota

Roger Volker, John Cairns, Robert Lindemeyer, Richard Wilson, James Varnum, Gene Balzer, Loran Braught, and Dennis Rummo from Iowa State University

January 30, 1971 — Demonstration "Individualizing Adult Education Instruction"

Consultant: Dr. Philip Langerman
Des Moines Area Community College

February 20, 1971 — Demonstration "Determining and Meeting the Educational Needs of Adults"

Consultant: Dr. Arthur Burman
University of Iowa

March 6, 1971 — Demonstration "Role of Adult Education and Community Services in the Comprehensive Community College"

Consultants: Community College Resource Team
Dr. H. Edwin Cramer
Superintendent, Iowa Lakes Community College
Dr. Dan McPherson
Superintendent, Northwest Iowa Vocational School
Dr. Robert H. Kiser
Superintendent, Western Iowa Tech
Mr. Charles Moench
Area Schools Branch
Dept. of Public Instruction

March 20, 1971 — Demonstration "Promotion, Recruitment and Retention in Adult Education"

Consultant: Dr. Robert P. Cox
Western Iowa Tech

5. Follow-Up

Three-day follow-up training and consultation seminars aimed at staff development and organizational development were

conducted at each of the institutions with help from NTL Institute for Applied Behaviorial Science. General Objectives were to continue and reinforce progress toward goals formulated for the 1970 summer institute.

The total full-time staffs from the 3 schools were involved in their schools' program. The basic design included opening warm-up session to help set climate and norms for a participative work conference, clarification of goals and objectives, emphasis on listening, sharing images and cross perceptions, emphasis on interdependence, merging on work or task and on maintenance, and emphasis on problem solving and action planning. These follow-up seminars indicated that the project's objectives were being met, especially in regard to the following:

1. Development to confront differences openly and creatively
2. Development of the awareness of self as part of a team
3. Development of leadership resources in a given group
4. Development of objective problem solving skills

Iowa Lakes Community College
January 31-February 2
Staff: Curtis Mial, Dorothy Mial
This follow-up activity gave real evidence that the project was definitely meeting the pre-determined objectives as the total staff became involved in a mutual openness, as indicated by the various activities which had not existed in the college up to this point. But the Iowa Lakes seminar also pointed out the greatest weakness of the project, that being that no definite plan for continuing this improved communication had evolved from the project. The need for the second year project designed to prepare "change agent teams" became very vivid. This second year program has since been approved.

Northwest Iowa Vocational School
February 3 - 6
Staff: Curtis Mial, Dorothy Mial
Due to the limited number of participants from NIVS in the summer phase of the program, the follow-up actually could be categorized as a mini-institute. This seminar verified the earlier evaluation that the limited number of participants in the summer program also limited the impact on the school. Although the limited participation in the summer program was at that time considered a limiting factor on project impact on the school, it did give the total group almost equal background on which to build through this follow-up. At this time it appears as though this total involvement on an equal basis will be the beginning of further commitment to a unified process.

Western Iowa Tech
February 7 - 10
Staff: Dorothy Mial, Mandel Learner
The WIT follow-up varied from either that of Iowa Lakes or NIVS. This was due in part from a different impact on the staff as varied according to number of participants in the earlier summer phase.

The comments on the value of the follow-up conference gave the school a chance to pause and take stock of problems and opportunities and with some realistic assessment of how the communications and cross role collaboration might be continued.

The follow-up design allowing sessions on-site in each school proved to be a very effective way of individualizing the activities allowing for dealing with the unique problems within each institution. Overall, the three programs indicate that it is possible to involve the entire staff in a short but intensive developmental effort and that communication barriers and blocks to collaborative planning and problem solving can be reduced. The workshops were conceptualized as a demonstration of training designs combining work on realistic tasks with process work--i.e. group building or maintenance work. One criterion used by the training staff throughout the follow-up as well as

during the earlier phases of the project in selecting training exercises was the extent to which a given activity might be incorporated in the actual work of the staff--e.g. "stop action" periods to look at how a group is working as well as what it is producing; observation exercises to develop skill in diagnosing why groups are having problems, diagnostic tools for problem solving, listening exercises around critical issues in the institution, etc.

Staff involvement in Planning

Although the basic program design was planned by the Project Director with assistance from personnel from each of the three schools, individual participants were involved consistently and most meaningfully in designing the individual parts of the project on a day-to-day process with provision for a flexibility according to the participant's suggestions, but staying within the program objectives.

As the activities of the entire project were highly dependent on participant involvement their influence on decisions concerning the operation of the training program came about very naturally.

EVALUATION

Participants' comments were very consistently favorable:

Science Instructor	- I believe the program will help our staff arrive at group decisions more efficiently and more freely which will lead to improvement in our program.
Administrator	- It broadened my perspective of the Community College.
Administrator	- I believe I can contribute more as a member of the administrative team as a result of the institute.
Administrator	- This program gave me the tools with which to work more effectively with my staff.
Counselor	- Provided an opportunity for inner search and development.

Electronics Instructor-	An excellent tour of out-of-state facilities which will help me influence planning in our college.
Machinist Instructor -	Learned how an Action Planning Group can be used for problem solving.
Business Instructor -	The workshop has indeed been the most valuable type of training I have ever experienced.
Auto Body Instructor -	The three schools grew in cooperation, and it gave me a wider understanding of the colleges.
Adult Ed Supervisor -	I learned a lot about how people think and react.
Counselor -	Flexibility kept reappearing and seemed to be the answer to many of our problems.
English Instructor -	I definitely would request admission to an institute of this nature again, it was really worthwhile and invaluable, and I think I made some significant discoveries about myself and others.
Registrar -	This program offered staff members an excellent opportunity to better understand one another and their prospective problems.
English Instructor -	This institute helped me change many of my attitudes and viewpoints. I am eager to implement these changes. It has been a worthwhile experience.
Speech Instructor -	This program led to a free exchange of ideas and opinions which clarified many things and led to, in my case, some significant attitude changes.
Administrator -	I think the time spent in communications was extremely worthwhile. I knew these things, but I think I have worked by myself in so many instances that I need such an experience to bring back the importance of the process of communications.
Welding Instructor -	I feel that I obtained my original goals stated at the beginning, "a better understanding of my fellow man and a more worthwhile environmental situation".

Speech Instructor	-	I have seen ideas work and how others have developed these ideas and in this I have gained a "working capital" in ideas and implementation.
Speech Instructor	-	Insight into many of the other specific programs of the college.
Agriculture Instructor	-	Opened up the area of how groups reach decisions and operate in the interpersonal realm.
Administrator	-	I have a whole new concept of the development of the "Junior College across the nation". The sensitivity training forced me to look at a situation with a more open mind.
Business Instructor	-	I obtained a more definite understanding of what can be done in working with people either in small group or a large group scale.
Auto Mechanic	-	Understanding to a much greater degree my personal role in the community college concept.
Administrator	-	It has been a great pleasure to participate in this inspirational and well organized workshop. I would rate it very successful.

Objective Evaluation - Summer Phase

Periodic data collection was a norm at the Summer Phase of the Institute. Data collected during and at the end of the Summer Phase of the Institute reflected sustained interest and feeling of change--either in predicted or hoped-for directions.

A high degree of change from "then" to "now" was reported when the question was posed in these terms for the initially stated objectives (understanding of the community college, use of staff resources, knowledge of new methods, ability to confront differences openly and creatively). The greatest change was reported for utilization of staff resources, for the development of group leadership resources, and for the ability to confront differences openly and creatively. An even higher degree of change was reported in these terms around the personal dimensions of:

a. Uncertainty as to what the Institute was about (on a 5 point scale, change was from a mean of 1.7 to 4.3)--from uncertainty to understanding.
b. From a sense of isolation to a sense of being connected (from 2.0 to 4.3)
c. From a sense of helplessness to a sense of hope and possible influence (from 2.5 to 4.3)

At the end of the first two days and at the end of the two weeks, participants summed up how they felt about the Institute in one word. These were jotted down individually, called out, recorded on newsprint.

a. End of opening session words listed on newsprint:

interested	motivated	hopeful	stimulated
better	enthused	uncommitted	identified
confused	intrigued	encouraged	ready
cautious	fatigued	started	good
fantastic	becoming	elited	beginning
relaxed	effective		

b. End of second day words:

confused	questioning	developing
worthwhile	challenged	hard working
enthralled	interested	stumbling
involved	improving	very encouraged
cautious	thinking	wondering
intrigued	unsure (2)	on the way

c. End of Institute words:

helpful (2)	great !!!	a successful experience
stimulating	good (2)	knew but did not apply
unmoved	worthwhile	yeah!
great (4)	very helpful	beautiful
educational--great	beneficial	enlightened
strengthened	crazy man crazy	intrigued and excited about the future
relieved	excellent	
encouraged		

(In some instances small groups began collecting words in the same way as data as a group.)

The following data were collected at the end of the first week and again at the end of the Spirit Lake program. Both mean scores and frequency counts are given. a. Rate the Institute on these scales:

1) Relevance to me as a learner:

	Low 1	2	3	4	High 5	
1st week	1	1	5	13	8	Mean- 3.9
2nd week	0	1	4	10	16	4.3

2) Stimulation (intellectual, emotional)

	Low 1	2	3	4	High 5	
1st week	0	1	3	15	5	Mean- 4.0
2nd week	0	1	4	20	6	4.0

3) Learning about self

	Low 1	2	3	4	High 5	
1st week	3	4	4	13	4	Mean- 3.4
2nd week	0	3	10	10	8	3.7

4) Learning about others

	Low 1	2	3	4	High 5	
1st week	1	1	4	18	4	Mean- 3.8
2nd week	0	3	9	11	8	3.8

5) Trying out new behaviors

	Low 1	2	3	4	High 5	
1st week	0	4	10	12	1	Mean- 3.3
2nd week	0	1	3	16	11	4.2

6) Overall evaluation

	Low 1	2	3	4	High 5	
1st week	0	1	4	15	8	Mean- 4.1
2nd week	0	2	3	13	13	4.2

NOTE: Improvement is noted in all but the one with greatest improvement is trying out new behaviors. Stimulation value was 4.0 at both administrations.

At the end of the first week participants were asked how they would distribute the 26 training hours of the second week as a guide in staff design decisions:

Time allotment:

Role groups	- 2.5 hours	Skill training	- 4.0 hours
RAP groups	- 6.5 hours	Action planning	- 5.5 hours
College groups	- 3.0 hours	Relevant theory	- 3.5 hours

Participants were also asked to list focus helping or hindering their learning.

At the end of the program the following scales were added on initial Institute objectives.

a. Place a T (then) where you think you were when the Institute began and an N (now) where you think you are now on these scales: (Number of responses are given. N is 31)

1)

	1	2	3	4	5	
	uncertainty as to what the Institute is about				certainty	
Then	16	12	1	2	0	Mean- 1.7
Now	1	0	2	13	14	4.3

2)

	1	2	3	4	5	
	sense of isolation				sense of being connected	
Then	6	12	8	3	1	Mean- 2.0
Now	0	0	1	20	10	4.3

3)

	1	2	3	4	5	
	sense of helplessness				sense of hope and possible influence	
Then	4	9	15	3	0	Mean- 2.5
Now	0	0	2	18	11	4.3

Place a T where you think you were when the Institute began and an N where you think you are now on the following "objectives of the Institute" scale.

1) A better understanding of all facets of a community college

	1	2	3	4	5	
Then	5	9	10	6	1	Mean- 2.7
Now	0	0	3	15	13	4.3

2) Utilize the resources of the staff to full advantage of the college

	1	2	3	4	5	
Then	7	14	10	0	0	Mean- 2.1
Now	0	1	5	22	3	4.0

3) Increased knowledge and understanding of new developments in teaching methods, technology, and use of media

	1	2	3	4	5	
Then	5	9	12	3	2	Mean- 2.6
	1	0	7	15	8	

4) Ability to confront differences openly and creatively

	1	2	3	4	5	
Then	3	15	9	4	0	Mean- 2.4
Now	0	0	2	20	9	4.2

5) Develop awareness of self as part of a team

	1	2	3	4	5	
Then	4	9	15	3	0	Mean-2.6
Now	0	0	2	18	11	4.3

6) Develop leadership resources in a given group

	1	2	3	4	5	
Then	7	11	12	1	0	Mean- 2.2
Now	0	0	5	19	7	4.1

7) Develop objective problem solving skills

	1	2	3	4	5	
Then	5	10	13	3	0	Mean- 2.4
Now	0	0	3	19	9	4.0

Participants at the end were also asked what the staff had done that had been helpful and/or not helpful? Responses were:

Developing action programs and plans which will be useful at home.

Developed extremely good support; have definite and sincere desire to help solve our problems.

Very helpful.

They have helped to improve my functioning as a member of a group.

Demonstrated clearly how concensus of group decisions can be reached. Really demonstrated desirable patterns.

Hammering at point of defining problem before solving it.

New techniques.

Congeniality; informal atmosphere; outlining of procedures, etc., done very well; mingled informally with the group.

A pleasure to work with.

Showing positive results of group decision.

Given specific feedback; keeping distance was both helpful and not helpful to me, not helpful in light of frustrations.

Did not explain what we would be expected to do--at the outset.

FFA--Action Planning--Group Techniques

The idea of exchange of information with rather long range goals. Interesting others in a problem and working on it to completion.

The action planning process.

Ideas & information from consultants; open association with others.

Involvement of staff across division lines.

Confidence in others and other decisions.

Can get support from people who were here with us.

Understanding others and how they react.

Being open and the knowledge of how a small group can work effectively--all people have something worthwhile to communicate.

Found we all have same goals--people.

A better understanding of other people.

Use of "personalizing techniques" of groups prior to putting the group to a "production" task. (Speaking of using group techniques in the classroom.)

Cleared communication channels; provided a basis to find common interests and concern--foundation on which to build.

Getting to know other faculty members much better.

The open attitude & necessity of communication.

Attitudes that have changed knowledge of the necessity to include all persons possible in decision making & implementation.

Working as a group in solving of problems.

Openness; relating more fully to general problems of my school.

I think sometimes your directions were somewhat unclear, particularly when the 1st two consultants were here.

The ability to be open when necessary.

Encouraging others to share opinions--and more important--listen better.

Working openly with people and ability to get them involved.

Force field analysis, newsprint and the definite goal or challenge to become involved.

New methods of doing; new approaches to problems.

They help in showing people can help themselves if they open up to others.

Understanding; direction for application.

Enthusiastic guidance.

Almost everything was good--especially the informal approach.

Helped to establish a culture that permits openness. Open-technique for communication; given a technical method of decision making.

Added to the discussion.

It seemed to me that there was a rather careful step by step approach that was helpful.

To be more open.

Sincere wish to help. My attitude changed when 12:00 became 12:30.

They have been flexible and willing to listen to suggestions. Actually, I'm sure at times you must have been terrible bored at our naivete'.

Their ability to make us make the decisions or decide the next step. Didn't give us "pot" answers. Their friendliness & openness.

Listened and guided; helped me do a self analysis.

Gave me a sense of direction in how to create open-mindedness.

Always available; trying to get the participants to solve their own problems instead of the NTL staff doing the problem solving.

Participants were asked to "look ahead several weeks from now and predict what you will have found most helpful and useful from this Institute". Responses were:

The help that others gave to me in helping me analyze myself.

Sense of direction from now knowing what we are working toward; confidence in myself because acceptance of me by group; new approaches to handling various attitudes.

Setting up action planning for my dept.

How to work more effectively with others.

Association with others.

Methods of procedures in group decisions are more clear to me than from some previous experiences I have had which were too brief. I hope to use techniques.

Seeing if above works in actual situation and not just in lab.

Finally participants were asked for "any comments on any particular aspect of the Institute".

I liked the first week especially.

The Institute has opened up other areas of our college with much more ahead; such as, student senate, communication.

Methods of drawing people out were excellent.

Some problems were brought in the light, carefully examined, and an effort made to come to groups with these problems in a relative manner.

Too much first part not enough action planning groups.

Should not have had outside consultants--should have not brought in Friday groups.

Very good.

Not sure the Friday a.m. participation of others was very helpful.

Should be good factor to further communication, ILCC.

Suggest better pre-preparation of handouts.

Would it be better if the institute could have been entirely closed; i.e., everybody staying here without outside influence.

The way it was implemented, very tactful.

Most worthwhile and interesting.

We have just started.

Possibility of accelerating first 2 days & allow more time for AP planning.

I feel more time could have been spent on AP groups and less on RAP groups. Perhaps AP groups could have been smaller and made to deal with smaller problems--say in specific departments.

Great--fantastic--all the potential in the world.

More information about available information, & value of group.

I think the AP Groups & RAP Group were better than the consultants & audio vis man.

Wives have dinners, etc., prepared, so it would be very helpful to stick to the schedule. Too much one thing??.....

Very helpful but should not be combined with the special speakers. We were too busy trying to implement our training instead of getting good from consultants.

I really enjoyed the RAP groups.

Invite me back; small groups are most workable back home--now I know why so many committees.

Beautiful; most self satisfying program I have ever experienced.

I feel it to be one of the most worthwhile experiences in my life; also the most rewarding.

Very helpful overall--particularly the problem solving. More time should be devoted to these Institutes.

Evaluation--Follow-Up Phase

The participants in the ILCC follow-up were given opportunity to objectively indicate the feelings about the activities on a 7 point scale (1 low, 7 high).

The results were as follows, again indicating a favorable evaluation of the training program.

7 Point Scale (1 low; 7 high)

1.	Predicted degree of transfer of learnings	4.4
2.	Usefulness of Looking at How We Are Working	4.7
3.	Use of Problem Solving Model	5.7
4.	Increase in Communications Methods and Skills	5.1

Clustering of Responses (Number in each category)

	0 - 3	4	5 - 7
1.	15	14	26
2.	11	13	32
3.	8	7	42
4.	7	10	39

Media Seminar Evaluation

Judging by written comments which were given and the following responses, the technical Media Seminar was also considered as successful with potential being high for utilization of information learned.

Of the 148 persons on the program roster, 99 responded to the evaluation.

54% rated the programs very worthwhile.
41% rated the programs generally good.
5% rated them of little value.

If popularity may be judged by number who selected a program, the programs would take this rank order:

1.	Individualized Instruction	74
2.	Transparency Production	64
3.	Visual Literacy	64
4.	Still Photography	61
5.	Audio Tape	58
6.	Television Production	50
7.	Dry Mount and Display	38
8.	Motion Photography	36

445 ÷ 3 = 148

FILMED FROM BEST AVAILABLE COPY

- EVALUATION -
TECHNICAL MEDIA SEMINAR

Please rate today's program and leave in the room of the last session you attended.

FIRST SESSION Television Production (50)
PLEASE NAME IT

PROGRAM RATING		FOLLOW-UP VALUE	
17	VERY WORTHWHILE	15	WILL UTILIZE WHAT I LEARNED
10	GENERALLY GOOD		
1	OF LITTLE VALUE	12	WOULD LIKE FURTHER INFORMATION

SECOND SESSION Motion Photography (36)
PLEASE NAME IT

PROGRAM RATING		FOLLOW-UP VALUE	
12	VERY WORTHWHILE	8	WILL UTILIZE WHAT I LEARNED
6	GENERALLY GOOD		
2	OF LITTLE VALUE	8	WOULD LIKE FURTHER INFORMATION

THIRD SESSION Still Photography (61)
PLEASE NAME IT

PROGRAM RATING			
26	VERY WORTHWHILE	23	WILL UTILIZE WHAT I LEARNED
12	GENERALLY GOOD		
4	OF LITTLE VALUE	15	WOULD LIKE FURTHER INFORMATION

_____ I would like to participate in a more "in-depth" study of _____.

_____ I would like an opportunity to attend some of the other sessions.

OTHER COMMENTS: _____

1/71

- EVALUATION -
TECHNICAL MEDIA SEMINAR

Please rate today's program and leave in the room of the last session you attended.

FIRST SESSION Visual Literacy (64)
PLEASE NAME IT

PROGRAM RATING		FOLLOW-UP VALUE	
19	VERY WORTHWHILE	31	WILL UTILIZE WHAT I LEARNED
18	GENERALLY GOOD		
5	OF LITTLE VALUE	8	WOULD LIKE FURTHER INFORMATION

SECOND SESSION Transparency Production (64)
PLEASE NAME IT

PROGRAM RATING		FOLLOW-UP VALUE	
35	VERY WORTHWHILE	40	WILL UTILIZE WHAT I LEARNED
16	GENERALLY GOOD		
0	OF LITTLE VALUE	13	WOULD LIKE FURTHER INFORMATION

THIRD SESSION Dry Mount & Display (38)
PLEASE NAME IT

PROGRAM RATING			
17	VERY WORTHWHILE	17	WILL UTILIZE WHAT I LEARNED
7	GENERALLY GOOD		
0	OF LITTLE VALUE	2	WOULD LIKE FURTHER INFORMATION

_____ I would like to participate in a more "in-depth" study of _____.

_____ I would like an opportunity to attend some of the other sessions.

OTHER COMMENTS: _____

_____

1/71

- EVALUATION -
TECHNICAL MEDIA SEMINAR

Please rate today's program and leave in the room of the last session you attended.

FIRST SESSION Individual Instruction (74)
PLEASE NAME IT

PROGRAM RATING

22 VERY WORTHWHILE
29 GENERALLY GOOD
3 OF LITTLE VALUE

FOLLOW-UP VALUE

33 WILL UTILIZE WHAT I LEARNED
20 WOULD LIKE FURTHER INFORMATION

SECOND SESSION Audio Tape (58)
PLEASE NAME IT

PROGRAM RATING

13 VERY WORTHWHILE
25 GENERALLY GOOD
0 OF LITTLE VALUE

FOLLOW-UP VALUE

25 WILL UTILIZE WHAT I LEARNED
16 WOULD LIKE FURTHER INFORMATION

THIRD SESSION _____
PLEASE NAME IT

PROGRAM RATING

_____ VERY WORTHWHILE
_____ GENERALLY GOOD
_____ OF LITTLE VALUE

_____ WILL UTILIZE WHAT I LEARNED
_____ WOULD LIKE FURTHER INFORMATION

_____ I would like to participate in a more "in-depth" study of _____.

_____ I would like an opportunity to attend some of the other sessions.

OTHER COMMENTS: _____

1/71

Evaluation - "Inservice Education for Adult Education Teachers and Administration"

Although the evaluation of this phase of the program was not as specific as the other evaluations most responses to the most pertinent parts of the program from an educational viewpoint indicate almost all ratings in the Excellent and Satisfactory categories.

Evaluation Form - Tabulation of Responses
EPDA In-Service Education for Adult Education Teachers and Administrators
March 20, 1971

Your frank evaluation of this EPDA in-service education program will assist with future planning. You need not sign the form.

A. As you recall, original plans provided for about 45 participants (15 or so from each area school district) and limitation to those more specifically involved in adult and continuing education or community services. In retrospect, would you recommend:

COMMENTS

[42] Following the present plan of admitting anyone from the three areas who felt they could benefit.

[15] Adhering to the original concept of a smaller group and greater depth into the specific study of adult education.

B. Check the blocks that reflect your thinking. Omit any blanks that you feel are not pertinent.

	too much	about right	not enough	comments
Length of course was:	2	55		
Discussion time was:	7	35	13	
Lecture time was:	2	48	6	
Use of films, handout material, etc., was:	2	46	8	

C. Check the blocks that reflect your thinking. Omit any blanks that you feel are not pertinent.

	Excellent	Satisfactory	Unsatisfactory
Qualifications of consultants and other leaders appeared:	32	24	2
Explanations and/or demonstrations were:	21	33	4
Meeting facilities were:	30	27	1
Rate this course in meeting your needs:	22	31	2

D. General impressions and comments. (Use other side if more space is needed)
What was the most important thing learned?
What changes would you recommend?
Did this course hold your interest?
Did this course help you in your work?

E. Suggestions for improving our registration and clerical procedures.

COMMENTS:

Most important thing learned: (1) Need, understanding, function, finance and recruitment--re: adult education (2) audio-visual information (3) making transparencies

Changes: (1) More organization
(2) Central location
(3) Majority said, "no change needed"

Hold Interest: Approximately one-half said "yes, most of the time"
A couple said "no"
Help in Work: Comparable to above (interest)
Improvement of registration, etc. For all practical purposes it was o.k.

Several suggested one-half day sessions. There wasn't as much accomplished during the afternoon. Good public relations for college staff--communication device.

A few suggested discussions be confined to more specific areas.

More direction and orientation for group leaders.

CONCLUSIONS

Considering the project as a whole the most significant impact is apparent in the various changes in attitudes and abilities of the staffs, such as--

It is desirable and healthy to confront differences openly and creatively rather than to defend or ignore same.

It is desirable and now possible to diagnose what may be keeping a group from working productively, and participants are now better prepared to work simultaneously on the task to be achieved and the "maintenance" problems of building a team.

It is desirable and now possible to give and receive honest feed-back as a way to improve behavior.

It is now possible to create enough openness and trust that it is safe for peers to experiment with and suggest new approaches without reprisal.

The apparent greater willingness to utilize existing resources more fully.

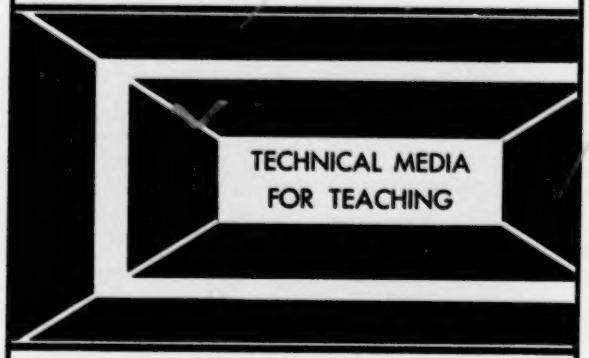
The greatest accomplishment of the project is the fact that participants developed a better understanding of what a "Community College" is and what is its role; and now possess the tools and confidences to become a Community College through a commitment to become a truly "Comprehensive Community College" without fear of exposing themselves in an effort to reach the goal.

The continuance of this project through the funding of the "Iowa Comprehensive Community College Staff and Organizational Development and Training Program" will provide for development of a state-wide network of change agent teams building on this pilot project which should lead to a national model for strengthening the community college through internal resource development.

APPENDIX A

TECHNICAL MEDIA FOR TEACHING

is hosted by Northwest Iowa Vocational School at the Mechanical Technology Building one mile west of Sheldon on Highway 18.



TECHNICAL MEDIA FOR TEACHING

is a teacher in-service training program funded by U.S. federal funds under the Higher Education Development Act.

TECHNICAL MEDIA FOR TEACHING

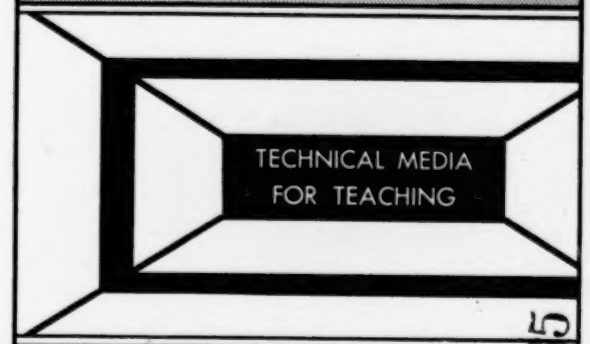
Daily Program is as follows:

9:00- 9:15	Opening Remarks
9:15-10:45	First Session
10:45-12:00	Browse Commercial Exhibits
12:00- 1:00	Lunch at Eagles Club Pearle Koepp Hostess ($1.50)
1:00- 2:30	Second Session
2:30- 2:45	Coffee Break
2:45- 4:15	Third Session

TECHNICAL MEDIA FOR TEACHING

is a cooperative venture of the three area schools as a service to the teaching staff of the schools. For further information, contact Robert A. St. Clair - Tel. 712-324-2587

Saturday, January 16



TECHNICAL MEDIA FOR TEACHING

A special workshop for area schools faculty which presents an in-service media program on development and use of teaching aids.

Prepared For

Iowa Lakes Community College
Area III

Northwest Iowa Vocational School
Area IV

Western Iowa Tech
Area XII

Presented By Team of Experts From
Instructional Resources Center
Iowa State University

Roger Volker, Director

VISUAL LITERACY

Room 106

The art of creating and producing non-verbal materials for communication. Use of cartoons, comic-strip characters, and miscellaneous line drawings for making visual analogies. Practice in creating visual mnemonic devices in a variety of learning situations and subject areas.

AUDIO TAPE

Room 104

Capabilities of cassette and reel-to-reel tape recorders. Practice dubbing of record to tape, cassette to reel, and taping from a variety of audio sources. Use of audio tapes in a variety of teaching situations.

TRANSPARENCY PRODUCTION

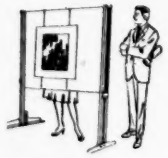
Room 107

Direct production (plastic sheets and felt pens) and indirect production of transparencies. Practice in using dry-transfer letters, stencils, color-lifted pictures, stencils, and a variety of films for making a number of different types of transparencies. Ways of using transparencies in teaching a variety of subject areas.

INDIVIDUALLY PRESCRIBED INSTRUCTION

Room 101

Design of individualized instruction, production of audio-tutorial lessons, pre-testing, post -testing, large and small group instruction. Practice in designing and scripting individualized instruction lessons.



DRY-MOUNTING AND DISPLAY TECHNIQUES

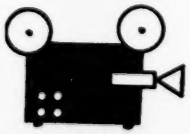
Room 103

Production of dry-mounted, seal-laminated, and chartexed teaching materials. Methods of teaching with these materials, and producing bulletin board, flannel board or hook 'n loop displays.

STILL PHOTOGRAPHY

Room 108

Ways to use slides and prints in teaching. Student-created materials, use of a copy stand, making slide sets for individualized instruction. Camera techniques, design, and scripting for photo essays.



MOTION PHOTOGRAPHY

Room 107½

Planning, scripting, and producing films for teaching. Techniques for employing films as student-oriented projects. Camera techniques, lighting, titling and editing.

TELEVISION PRODUCTION

Room 104

Practice with portable video tape recorders. Techniques for producing and using video tapes in all subject areas. Planning, scripting, and recording teaching segments. Use of "mirror television" by students for self-analysis.

APPENDIX B

EPDA Adult In-Service Education

ILCC ED 20226 Issues in Education		Address	Assignment (Adult Education)
Barnes, Charles Henry	XII	2820 Macomb Sioux City, Iowa 51106	Machine Shop
Blackwell, Edward Manuel	XII	1011 Jennings Sioux City, Iowa 51105	Coordinator, Adult Education
Davis, Lyle K	XII	2650 S. Cleveland Sioux City, Iowa 51106	Meat Cutting
Dehaan, Franklin H. J.	IV	Sheldon, Iowa 51201	Elec. Maint. I.
Fisher, Martha	III	810 N. 6th Street Estherville, Iowa 51334	Coordinator, Adult Basic Education
Gentry, Oather Gen Lee	III	701 Lake Emmetsburg, Iowa 50536	Auto Body
Goldhorn, Nancy (Mrs.)	XII	3129 Glenn Avenue Sioux City, Iowa 51106	Office Occupations
Grooters, Lyle Edward	IV	1018 - 8th Sheldon, Iowa 51201	Truck & Diesel Mechanics
Hinders, Robert L.	XII	2026 S. Palmetto Sioux City, Iowa 51106	Basic Electronics
Hulstein, Stanley Dean	IV	924-9th Sheldon, Iowa 51201	Welding
Hoven, Howard Marlyn	IV	802-5th Avenue Sheldon, Iowa 51201	Truck & Diesel Mechanics
Lagoo, David Arthur	IV	150 N. 3rd Ave. Sheldon, Iowa 51201	Auto Mechanics
Lokken, Milo Elroy	IV	620 Oak St. Sheldon, Iowa 51201	Refrigeration and Air Conditioning
Marcotte, Melvin Richard	IV	1530 Elm Court Sheldon, Iowa 51201	Power Lineman
Miller, Clinton	IV	705 Garfield Sheldon, Iowa 51201	Power Lineman
Pottorff, Keith Eugene	XII	2800 S. Cedar Sioux City, Iowa 51106	Auto Mechanics
Priebe, Gladys Leone	III	Algona, Iowa 50511	A.B.E. and G.E.D.
Shouse, Wendell E.	IV	805 Valley View Vermillion, S. Dak.57069	Mech. Tech.

Stubbe, Eva	IV	Box 628 George, Iowa 51237	Secretary Adult Education
Suiter, Wayne Howard	IV	Route 2 Sheldon, Iowa 51201	Auto Body Repair
Thompson, Duane Edward	XII	2205 McKinley Sioux City, Iowa 51109	Auto Body Repair
Tostenson, JoAnn Marlys	III	108 N. 16th Estherville, Iowa 51334	A.B.E. and G.E.D. Instructor
Torkelson, Henry J.	III	Emmetsburg, Iowa 50536	Farm Equipment Mechanic
Walker, Perry D.	XII	1205 D Street South Sioux City, Nebraska 68776	Machine Shop

USD CURR/INST 284 Principles & Practices Adult Education

		Address	Assignment
Agee, Robert C.	XII	2201 S. Maple Sioux City, Iowa 51106	Registrar & Counselor
Arthur, Paul Davis	III	R. R. 2 Emmetsburg, Iowa 50536	T & I Automotive
Beem, Lee E.	III	2101 Broadway Emmetsburg, Iowa 50536	Speech - Drama Communications
Berg, Curtis Leonard	III	Little Rock, Iowa	Agriculture
Bitterly, Robert Lee	XII	829-4th St. S.E. Le Mars, Iowa 51031	Local Coordinator, Adult Education
Brandt, Dorothy Biedermann	III	Sherburn, Minn. 56171	Librarian
Brehe, Shirley	IV	Sanborn, Iowa 51248	Teacher at Hartley
Conway, Harriet Krage	III	2003 Pleasant Emmetsburg, Iowa 50536	Coordinator, Learning Center
Cook, Juanita (Mrs.)	XII	R. R. Sergeant Bluff, Ia. 51054	Dept. Head Office Occupations, WIT
Deming, Betty Griffin (Mrs.)	XII	3900 Orleans Sioux City, Iowa 51106	Coordinator of Individualized Learning
Dickinson, Darrell Duane	IV	414-10th St. Sheldon, Iowa 51201	Agriculture
Dixon, Robert Lee	III	R. R. 4 Estherville, Iowa 51334	Math
Drevs, Everett Eugene	III	1902 N. 7th St. Estherville, Iowa 51334	Biology & Ecology
Engstrom, Roger Arlynn	III	2302-23rd St. Emmetsburg, Iowa 50536	Farm Coop Veterans Program
Fixsel, Ronald D.	XII	2308 Collins Sioux City, Iowa 51103	Office Occupations
Freeman, Dallas Gale	III	1804 N. 6th St. Estherville, Iowa 51334	English
Fuller, Maurice Gene	XII	Box 272 Sloan, Iowa 51055	Phys. Ed. for Adults
Granstra, Patricia Whitaker	III	5 S. 15th St. Place Estherville, Iowa 51334	Arts & Science English
Greene, Donald D.	III	1702 Main Emmetsburg, Iowa 50536	Business Occupations Accounting
Guenther, Jacquelyn Joy	III	18 Orchard Lane Estherville, Iowa 51334	Adult Education and Upholstery

Hageman, Dennis Dean	III	603 W. 5 Avenue N. Estherville, Iowa 51334	Psychology
Harms, Roger A.	III	1536 Maplecrest Estherville, Iowa 51334	Mathematics
Heliker, Diane Kaye	XII	1A Valley View Dr. Ida Grove, Iowa 51445	Adult Business Education
Hill, Donald Gordon	III	916 N. 7th Estherville, Iowa 51334	Business Occupations & Transfer Courses
Hoskey, Marvin Ray	III	2006-23rd St. Emmetsburg, Iowa 50536	Ag. Education Farm Vets Coop Program
Hubers, Marion Jay	III	308 N. 19th St. Estherville, Iowa 51334	Math and Computer Science
Johnson, Don E.	III	914-12th Ave. No. Estherville, Iowa 51334	Counselor
Kandik, Esther (Mrs.)	XII	3075 Pawnee Pl. Sioux City, Iowa 51104	Coordinator, Adult Ed. & Home Economics
King, Janet E. (Mrs.)	XII	3707 Orleans Sioux City, Iowa 51106	High School Equivalency Instructor
Klein, Lillian Joan	III	1503-3rd Ave. S. Estherville, Iowa 51334	Business Education Arts & Sciences
Kraai, Edward	XII	515 Park Holstein, Iowa 51025	Teacher, Health Education
Leavengood, Frances Brown	XII	Battle Creek, Iowa 51006	Adult Education in Business at Ida Grove
Livermore, Richard L.	XII	615 E. 2nd Holstein, Iowa 51025	Comm. Health Education & Recreation
Martin, Clarence Earl	IV	R. R. 2 Sheldon, Iowa 51201	NIVS Adult Education Director
McAdams, Dorothy Jean Anderson	III	26 Westwood Ct. Estherville, Iowa 51334	Literature, English Arts & Science
Neighbors, Robert Eugene	III	R. R. 2 Emmetsburg, Iowa 50536	Counselor
Noll, Jean	IV	Sanborn, Iowa 51248	Reading teacher at Melvin
Olsen, Jay Murray	III	LaRue Trailer Ct. #5 Estherville, Iowa 51334	Bus. Machines
Peters, Ronald D.	IV.	917-3rd St. N. E. Sibley, Iowa 51249	Local Adult Education Coordinator
Point, Richard L.	XII	Box 593 Holstein, Iowa 51025	Recreation & Health

Purdy, Ed	III	Spririt Lake, Iowa 51360	Speech Teacher, Adult Education
Rodman, Robert Keith	XII	Whiting, Iowa 51063	Health & Physical Fitness
Rickord, William F.	XII	3735 Jackson Sioux City, Iowa 51104	Director, Student Personnel Services, WIT
Robinson, Esther W. Brandt	IV	121 S. 1st Ave. W. Hartley, Iowa 51346	German, English and remedial teaching
Sayre, James L.	III	1508 N. 6th St. Estherville, Iowa 51334	English Instructor
Schorzmann, Eugene F.	III	39 Westwood Dr. Estherville, Iowa 51334	Coordinator, Adult Education
Sellen, Jane Bright	XII	2816 S. Paxton Sioux City, Iowa 51106	Supervisor, Adult Education
Severson, Gale Dean	XII	301 Quimby St. Ida Grove, Iowa 51445	Local Adult Education Coordinator
Shockley, Robert Martin	XII	3129 S. Olive Sioux City, Iowa 51106	Student "Outreach"
Sogard, Allyn Clair	III	Webb, Iowa 51366	Local Adult Education Coordinator
Spotts, Sharon Thomas	XII	510 Forrest Avenue Ida Grove, Iowa 51445	Physical Education
Shelp, Jay Forrest	IV	715-7th Avenue Sheldon, Iowa 51201	Speech Teacher Adult Education
St. Clair, Robert Alonzo	IV	828-4th Sheldon, Iowa 51201	Dir. of Career Programs, Vocational & Technical
Stamp, Logan William	IV	1124 E. 9th Sheldon, Iowa 51201	Agriculture & Tax Preparation for Adults
Starkweather, Jerry Lee	XII	Sloan, Iowa 51055	Local Adult Education Coordinator
Stewart, Leo Everett	IV	Hospers, Iowa 51238	Auto Mechanics
Tippery, Cleo M.	XII	709 Elm St. Mapleton, Iowa 51034	I. A. Instructor Maple Valley
Toft, Marvin Allen	III	Box 105, Rt. 2 Ringsted, Iowa 50578	Local Adult Education Coordinator
Ullom, Charles B.	III	204 Harrison Street Emmetsburg, Iowa 50536	Dept. Head Business Education

Van Driel, Bob	III	ILCC, Box 707 Estherville, Iowa 51334	Director, Adult Ed.
Van Driel, Ellen Ann	III	722 W. 7th Ave. N. Estherville, Iowa 51334	Learning Center
Van Klompenburg, James Lee	XII	2526 S. Paxton Sioux City, Iowa 51106	Communications - Graphic Arts
Vant Hof, Ronald Glenn	IV	Hospers, Iowa 51238	Auto Body
Wallman, Mildred W.	XII	510 Buckwalter Sioux City, Iowa 51104	Office Occupations
Welding, Allen Edward	XII	2632 S. Newton Sioux City, Iowa 51106	Animal Science
Wente, Harold Richard	III	2002-7th Emmetsburg, Iowa 50536	Business Machines and Accounting
White, Leone M.	XII	311 Burns St. Ida Grove, Iowa 51445	ABE Instructor
Wiegert, Roy H.	III	307 N. 12th St. Estherville, Iowa 51334	Director, Learning Resource
Wright, Paula J.	XII	1A Valley View Dr. Ida Grove, Iowa 51445	Art - Area XII Ida Grove
Carlson, Loren	XII	USD, State-Wide Ext. Ser. Vermillion, South Dakota 57-69	Director
Cox, Robert	XII	WIT, 3075 Floyd. Blvd. Sioux City, Iowa 51105	Director, Adult Ed.

H. EDWIN CRAMER
Superintendent

LEONARD W. PICKERING
Business Manager

RONALD K. WENNINGHOFF
Student Personnel Director

Iowa Lakes Community College

Administration Office
101½ North Sixth Street
ESTHERVILLE, IOWA 51334

ARVIL PARKS, *Director*
Arts & Sciences

RICHARD BLACKER, *Director*
Vocational Education

ROBERT VAN DRIEL, *Director*
Adult Education

I wish to inform you that you have been selected as a participant in the EPDA Program for which you made application. We are certain the program entitled "In-Service Training for Administrators, Faculty, and Students of a Developing Community College" will prove interesting and beneficial.

If you plan to accept the appointment as a participant in this training program, it is necessary that you forward a letter of acceptance to the following address by May 29, 1970:

Mr. R. Van Driel, Director
EPDA Training Program
Iowa Lakes Community College
Box 707
Estherville, Iowa 51334

Sincerely,

R. Van Driel, Director
EPDA Training Program

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IOWA LAKES COMMUNITY COLLEGE
EPDA Confirmed Stipend Participants
Summer Institute

1.	Robert Schockley	W.I.T.	Counselor
2.	Ron Vant Hof	N.W. Ia. Voc.	Instructor--Auto Body
3.	Lee Beem	ILCC	Instructor--Speech
4.	Dan Mc Pherson	N.W. Ia. Voc.	Administrator--Supt.
5.	Dorothy Mc Adams	ILCC	Instructor--English
6.	Patricia Whitaker	ILCC	Instructor--English
7.	Edward Purdy	ILCC	Instructor--Speech
8.	Lillian J. Klein	ILCC	Instructor--Business
9.	Corinne Weller	ILCC	Instructor--English
10.	Robert Neighbors	ILCC	Counselor
11.	Chuck Martin	N.W. Ia. Voc.	Administrator--Adult Ed. Dir.
12.	Duane Thompson	W.I.T.	Instructor--Auto Body
13.	Juanita Cook	W.I.T.	Instructor--Office Occupations
14.	Keith Pottorff	W.I.T.	Instructor--Auto Mechanics
15.	Gordon Devin	W.I.T.	Instructor--Mech. Drawing
16.	Perry Walker	W.I.T.	Instructor--Machine Shop
17.	Ellen Van Driel	ILCC	Instructor--Adult High School
18.	Richard Finnestad	ILCC	Counselor
19.	Harvey Lundy	ILCC	Instructor--Physics
20.	Edward Holst	ILCC	Registrar
21.	Charles Ullom	ILCC	Instructor--Bus. Occupations
22.	Don McKinney	ILCC	Instructor--Feed & Fertilizer
23.	Gene Schorzmann	ILCC	Adult Ed. Coordinator

24.	Don Johnson	ILCC	Counselor
25.	Lawrence Toillion	ILCC	Instructor--Agricultural
26.	John Harris	ILCC	Instructor--Farm Equipment
27.	Herman Ahlfield	Ill. E. Jr. College	Administrator--Voc-Tech Dir.
28.	Thomas Carran	ILCC	Instructor--English

H. EDWIN CRAMER
Superintendent

LEONARD W. PICKERING
Business Manager

RONALD K. WENNINGHOFF
Student Personnel Director

Iowa Lakes Community College

Administration Office
101½ North Sixth Street
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ARVIL PARKS, *Director*
Arts & Sciences

RICHARD BLACKER, *Director*
Vocational Education

ROBERT VAN DRIEL, *Director*
Adult Education

In order to finalize our planning for housing accommodations and make necessary book orders, it is necessary to acquire information from you before June 12, 1970.

A schedule of the food choices and costs is also enclosed.

Housing accommodations desired (select from schedule):

_____ @$_____ for

the following dates--_____ = $_____.
(Total)

If you plan to take advantage of college credit for the program, please check one of the following and enclose a $5.00 registration fee. Tuition must be paid on the first day of the institute at registration.

_____ Ed. 225 The Community/Junior College--University of South Dakota--3 semester hours @$25.00 per semester hour.

_____ Ed. 199 Applied Psychology--Iowa Lakes Community College--2 semester hours @$12.00 per semester hour.

A detailed schedule of daily institute activities will be forwarded to you in the near future.

Sincerely,

R. Van Driel, Director
EPDA Program

ch

IOWA LAKES COMMUNITY COLLEGE

HOUSING, ACCOMMODATIONS FOR EPDA SUMMER INSTITUTE

Templar Park - Spirit Lake, Iowa

	LAKESIDE CARPETED		LAKESIDE NOT CARPETED		OTHER ROOMS		DORMITORY ROOMS	
	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly
1 Person	$ 9.00	$60.00	$8.00	$56.00	$ 7.00	$42.00	(Sleeping six people) $ 5.00	$30.00
2 Persons	11.00	73.00	10.00	67.00	9.00	60.00	Twin Beds $1.00 per day additional $6.00 per week additional No charge for babies crib.	
3 Persons	12.00	80.00	11.00	73.00	10.00	65.00		
Family	14.00	93.00	13.00	87.00	12.00	75.00		

Two types of family rooms 1 large or 2 smaller (with connecting door between)
Monthly rate 4 weeks with remaining days free. Seasonal rates 2 months, with remaining days free. Rates include cribs and cots, all linens and use of Park facilities. Maid service $1.00 per day extra.

A limited number of privately owned cottages with kitchenettes are available for rental. Persons interested in these accommodations should contact Maurice Kramer, Manager, Templar Park, Spirit Lake, Iowa 51360.

32 Area Educators Retu

rn from Visitation Tour

July 27, '70
Estherville

By ROBERT LEE

Thirty-two northwest Iowa educators have returned from a four-day community college visitation tour, as the final phase of a $40,000 institute staged by Iowa Lakes Community College in cooperation with the U. S. Office of Education, under the authorization and funding of the Education Professions Development Act.

Personnel from Iowa Lakes Community College, Western Iowa Tech at Sioux City, and Northwest Iowa Vocational School at Sheldon, participated in the institute.

The first phase of the institute extended from July 7th through the 17th and consisted of a training program under the direction of National Training Laboratory and Community College Consultants.

The training program covered areas such as Theoretical, Philosophical, Historical, and Social Concepts of the Two - Year Community College; Patterns of State Control and Financial Support; Two-Year College Student Characteristics; Faculty-Institution Relationships.

Courses also covered Administrative Structure, Role, and Function; Curriculum and Instruction; Role of the Student Personnel Program; Development of the Iowa Area Community Colleges; Current Issues and Problems; and Institutional Visitations and Project Reports.

Participants in the institute received stipends that included allowances for travel during the visitation part of the program. It was also possible to earn two semester hours of credit through Iowa Lakes Community College or graduate credit through the University of South Dakota.

The entire institute was under the direction of Robert Van Driel, Director of Adult and Continuing Education at ILCC.

The participants in the training program left July 19 from Minneapolis for Seattle, Wash., where they were briefed on Washington community college history and legislation by Clark Townsend, Director of Placement at Green River Community College. On July 20, the group had a day - long session at Shoreline Community College, and on the following day they visited Seattle Community College.

The tour was concluded on July 22 - 23 with a visit to Green River Community College and Highline Community College. The group returned to Spirit Lake Thursday night.

Attending the institute from Iowa Lakes Community College were Lee Boem, speech instructor; Mrs. Don McAdams, English; Patricia Whitaker, English; Edward Purdy, speech; Lillian J. Klein, business.

Others included Corinne Waller, English; Mrs. Earl Van Driel, adult high school; Richard Finnestad, counselor; Harvey Lundy, physics; Charles Ullom, business occupations; Don McKinney, feed and fertilizer; Gene Schorzmann, adult education coordinator.

Also attending were Robert Neighbors, counselor; Edward Holst, registrar; Arvil Parks, dean of arts and sciences; Richard Blacker, director of vocational - technical education; Leonard Pickering, business manager; Don Johnson, counselor; Lawrence Toillion, agriculture; John Harris, farm equipment; Thomas Carran, English and Van Driel, director of the institute.

Miss Lillian Klein, ILCC English teacher, found the entire institute to be a "tremendous experience." She commented that the training program prabably would prove to be the most helpful part of the institute for her personally.

"It was a sensitivity program," Miss Klein said, "in which we learned to look at ourselves and how we work with others." She concluded her impressions of the institute by saying that she wished every member of the faculty could have participated.

"I gleaned many, many wonderful ideas from the visitation phase of the institute," commented Harvey Lundy, ILCC physics teacher.

"The schools we visited out in Washington have many of the same problems we have here," Lundy said, "and they have found many of the same solutions that we have," he added.

Lundy said that the entire institute was most excellent and that all of the program was essential, for without the training portion of the institute the visitation phase would not have had meaning.

E. L. Holst, ILCC registrar at Emmetsburg, told the Daily News that he found the institute to be "a very worthwhile experience."

"The tour of Washington state community colleges gave the entire group an opportunity to see what's going on in the larger community colleges," Holst commented. He added that he picked up some very interesting ideas and helpful suggestions relating to administrative procedures.

The institute was described by Mrs. Don McAdams, ILCC teacher of English, as a great experience in group decision making. She said that following the training session, the participants had an opportunity to apply many of the skills in interviews with personnel of the colleges visited in Washington state.

"This is just a beginning," Mrs. McAdams said. "There will be follow-up sessions and an in-service program to further develop what has been started in this most instructive institute program."

Mrs. McAdams said that she was hopeful that the skills learned during the program may be applied in a broad, over-all concept at the college.

Coordinators from the National Training Laboratory were Curtis Mial and Dorothy Mial. Community college consultants and lecturers were Dr. Wesley Meirhenry, University of Nebraska; Dr. Robert Lemke, University of South Dakota; Dr. Richard Whitmore, Kellogg Community College; and Dr. Charles Barnes, Dodge City, Kan., Community College.

Training sessions were held at Templar Park on Spirit Lake.

Van Driel said that each participant in the institute is submitting an evaluation of the project and that these will be studied to determine what follow - up course will be taken.

There are funds remaining, Van Driel said, that can be used for an immediate follow-up session or for a series of one-day seminars throughout the year. A decision will be made by the ILCC faculty on the procedure preferred.

Definite follow-up is planned, however, on specific problems related to five action-planning areas studied by different groups. These are concerned with Internal Communications, External Communications, Curriculum, Organizational Development, and Student Involvement.

Van Driel expressed satisfaction over the success of the institute.

College Receives $40,000 In-service Training Grant

Estherville March 15

A $40,000 federal in-service training grant was awarded to Iowa Lakes Community College this week, school officials announced today.

The grant from the Department of Health Education and Welfare is part of a training program for the administration, faculty, and students of developing community colleges. The funds received by ILCC will be used for an eight-to-ten-day summer institute and a series of eight three-day workshops on new methods and the use of such media as computers in education.

Also participating in these projects are the Northwest Iowa Vocational School, Sheldon, and the Western Iowa Technical School, Sioux City. The staff, administration, and student leaders of these schools will be invited to participate in the summer institute and the workshops.

ILCC was one of 88 schools across the United States which were chosen from 1,000 applicants to receive the grants. The only other Iowa school receiving an education development grant was the University of Iowa, Iowa City. It will receive $19,000.

Dr. H. Edwin Cramer, ILCC superintendent, said the programs funded by the grant are designed to help the participants have a greater understanding of all facets of the community college in addition to learning about the new developments in teaching methods, technology, and the use of media.

It is hoped, Dr. Cramer said, that the sessions will also create greater communication between the staff members.

"The long range goal of this program," the superintendent stated, "is the development, through on-going in-service training, of the relevant educational system of the highest quality possible to serve the particular needs of the five-county area."

Various consultants in the field of community colleges will be involved as speakers and instructors.

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